DOCUMENT RESUME

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TITLE	Administration: Exceptional Child Bibliography Series.
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SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
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ABSTRACT

The bibliography contains 37 references selected from Exceptional Child Education Abstracts relating to administrative concerns of special education. One in a series of over 50 similar selected listings concerning the education of gifted or handicapped children, the bibliography cites research reports, conference papers, journal articles, texts, and program guides on such administrative topics as professional standards, evaluation methodology, program supervision, laws and regulations, program development, and teacher training. Bibliographic data, availability information, indexing and retrieval descriptors, and abstracts are provided for each entry. Author and subject indexes are also provided. (RD)

ED051591

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ADMINISTRATION

A Selective Bibliography

February 1971

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

This bibliography is a product of the Information Processing Unit, CEC-ERIC Information Center on Exceptional Children.

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EC 032 428

The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

ED021261

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How to Use the Indexes

Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

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ABSTRACTS

ABSTRACT 10280

EC 01 0280 ED 017 085
Publ. Date 66 91p.
Professional Standards for Personnel in the Education of Exceptional Children, Professional Standards Project Report.
Council For Exceptional Children, Washington, D.C.
EDRS mf

Descriptors: exceptional child education; standards; professional education; teacher certification; teacher education; professional continuing education; student teaching; accreditation (institutions); teacher education curriculum; emotionally disturbed; aurally handicapped; speech handicapped; visually handicapped; educational administration; supervision; ethical values; doctoral programs

Developed by approximately 700 special educators over a period of several years, this document is a statement of research reviews (publications) education. Standards pertaining to institutions offering preparation programs for teachers in special education are outlined with supplementary standards for the specific areas of behavioral disorders, deaf and hard of hearing, gifted, mentally retarded, physically handicapped, speech and hearing, visually handicapped, administration and supervision, and doctoral programs. Guidelines for the professional competencies of students in each area outline content of coursework and practicum for general and specialized professional preparation. Responsibilities of agencies and organizations for programs of continuing education are outlined. The code of ethics of the education profession is interpreted as it relates to special education. The reference list cites 19 items. This document was published as stock number 551-20944 by The Council for Exceptional Children, 1201 16th Street, N.W., Washington, D.C. 20036, and is available for $1.25. (MY)

ABSTRACT 10531

EC 01 0531 ED 023 226
Publ. Date 68 348p.
Self-Study and Evaluation Guide.
National Accreditation Council For Agencies Serving The Blind And Visually Handicapped, New York, New York
Social And Rehabilitation Service (DHEW), Washington, D. C.;
American Foundation For The Blind, New York, New York
EDRS not available
RD-2406-S
National Accreditation Council For Agencies Serving The Blind And Visually Handicapped, 84 Fifth Avenue, Room 501, New York, New York 10011.

Descriptors: exceptional child services; administration; standards; visually handicapped; agencies; self evaluation; evaluation techniques; financial policy; administrative personnel; volunteers; physical facilities; public relations; financial support; library services; visually handicapped mobility; rehabilitation centers; social services; vocational training centers; program evaluation

Standards developed for agencies over a 3-year period are presented. The following are provided or specified: a manual of procedures for agency self-study, an agency and community profile, agency function and structure, financial accounting and service reporting, personnel administration and volunteer service, physical facilities, public relations and fund raising, library services, orientation and mobility services, rehabilitation centers, sheltered workshops, social services, vocational services, an individual staff member information form, and the evaluation summary and report. Directions for use are given in each of the sections; charts, tables, and lists of members of the National Accreditation Council's officers and board of directors, Commission on Accreditation, Commission on Standards, council staff, and the panel of reviewers for the guide are included. (SN)

ABSTRACT 10532

EC 01 0532 ED 022 309
Publ. Date 68 213p.
Self-Study and Evaluation Guide for Sheltered Workshops.
National Accreditation Council For Agencies Serving The Blind And Visually Handicapped, New York, New York
Social And Rehabilitation Service (DHEW), Washington, D. C.;
American Foundation For The Blind, New York, New York
EDRS not available
RD-2406S
National Accreditation Council For Agencies Serving The Blind And Visually Handicapped, 84 Fifth Avenue, New York, New York 10011.

Descriptors: exceptional child services; visually handicapped; vocational rehabilitation; administration; rating scales; blind; sheltered workshops; program evaluation; evaluation criteria; evaluation methods; evaluation techniques; agencies; personnel; faculty; public relations; financial policy; volunteers; administrative organization; program evaluation; personnel evaluation; accreditation (institutions)

Developed from a general self-study and evaluation guide, this document is designed as an instrument for self study and evaluation of a sheltered workshop for the blind which operates as an independent agency rather than as part of a larger multiservice organization. In addition, the volume serves as a guide to an on-site review as part of the accreditation program conducted by the National Accreditation Council. Forms and a manual of procedures are provided for evaluation of major aspects of administration common to any service organization including function and structure, financial accounting and service reporting, personnel administration and volunteer service, physical facilities, and public relations and fund raising. Forms are given for comprehensive evaluation of the service program conducted by the workshop. Also included are the individual staff member information form, the evaluation summary and report, and coding instructions. (AA/JD)

ABSTRACT 10729

EC 01 0729 ED N.A.
Publ. Date 63 380p.
Dunn, Lloyd M., Ed.
Exceptional Children in the Schools.
George Peabody College For Teachers, Nashville, Tennessee
EDRS not available
Holt, Rinehart And Winston, Inc., 383 Madison Avenue, New York, New York 10017.

Descriptors: exceptional child education; educational needs; administration; program planning; individual characteristics; gifted; instructional materials; educational programs; incidence; mentally handicapped; identification; educable mentally handicapped; trainable mentally handicapped; emotionally disturbed; speech handicapped; aurally handicapped; visually handicapped; physically handicapped; learning disabilities; neurologically handicapped; socially maladjusted; deaf; blind; hard of hearing; partially sighted; orthopedically handicapped

Intended as a survey text for college students in special education or as a reference for non-educators associated with the schools, the book includes 10 chapters by seven authors treating exceptional children in the schools. A general overview is presented and exceptionality and the problem of adjustment are discussed. Areas of exceptionality considered include the educable mentally retarded, trainable mentally retarded, gifted, emotionally disturbed and socially maladjusted, speech impaired, deaf and hard of hearing, blind and partially seeing, and crippled and neurologically impaired. Each exceptionality is defined and discussed in terms of prevalence, identification, characteristics, educational procedures, and resources. For each, references, films, and resources are listed. (LE)

ABSTRACT 11054

EC 01 1054 ED N.A.
Publ. Date Feb 66 17p.
Willenberg, Ernest P.
Organization, Administration, and

Supervision of Special Education. Chapter VII, Education of Exceptional Children.
Los Angeles City Board Of Education, California
EDRS not available
Review Of Educational Research; V36 N1 P134-50 Feb 1966

Descriptors: exceptional child research; administration; special classes; incidence; student distribution; comparative education; administrative organization; federal programs; state programs; community programs; program administration; research needs; research reviews (publications); teaching methods; handicapped children; legislation; qualifications

Studies completed between 1963 and 1965 and concerned with the theory and function of administering special education programs are reviewed. Literature on the rationale for programs treats public policy, statistics on needs and services, scope and characteristics of special education groups, and comparative special education. The administrative structure of federal, state, and local programs and modification in programs and procedures are covered. Writings on the instructional program and its supervision, personnel, and needed research are also reported. A bibliography cites 89 items. (JD)

ABSTRACT 11087

EC 01 1087 ED 025 068
Publ. Date 66 393p.
Koestler, Frances A., Ed.
The Comstac Report: Standards for Strengthened Services.
National Accreditation Council For Agencies Serving The Blind And Visually Handicapped, New York, New York, Commission On Standards And Accreditation Of Services For The Blind
EDRS not available
National Accreditation Council For Agencies Serving The Blind And Visually Handicapped, Suite 501, 84 Fifth Avenue, New York, New York 10011.

Descriptors: exceptional child services; visually handicapped; standards; administration; administrative policy; administrative principles; confidential records; nondiscriminatory education; tuition; educational programs; library services; visually handicapped mobility; rehabilitation centers; sheltered workshops; social services; personnel; physical facilities; public relations; financial policy; agencies; blind; partially sighted; Commission on Standards and Accreditation of Services for the Blind; COMSTAC; National Accreditation Council for Agencies Serving the Blind and Visually Handicapped

Printed in large type and intended for agencies serving blind and visually handicapped persons, the report reviews the accomplishments of the Commission on Standards and Accreditation of Services for the Blind (COMSTAC) and the organizational structure plans for its replacement body, the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped. Statements on policies and principles treat confidentiality, fees, and non-discrimination, which are incorporated into the following 12 standards reports by a system of cross-reference. The five sets of standards for administration concern agency function and structure, financial accounting and service reporting, personnel administration and volunteer service, physical facilities, and public relations and fund raising. Seven standards reports for service programs consider the areas of education, library, orientation and mobility, rehabilitation centers, sheltered workshops, social services, and vocational services. Each set of standards is preceded by an index of its contents and followed by an appendix of references. A directory lists periodicals, publishers, and reference sources. (Author/LE)

ABSTRACT 11291

EC 01 1291 ED 024 187
Publ. Date 66 83p.
Sheltered Workshops; A Handbook.
National Association Of Sheltered Workshops And Homebound Programs, Inc., Washington, D. C.
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS not available
National Association Of Sheltered Workshops And Homebound Programs, Inc., 1522 K Street, N. W., Washington, D. C. 20005.

Descriptors: exceptional child services; vocational rehabilitation; program planning; administration; personnel; standards; sheltered workshops; labor legislation; administrator guides; special services; handicapped; adults

Source materials for the establishment and maintenance of sheltered workshop programs is arranged in chronological order. Aspects described include planning considerations, how to get started, program of services, operating the workshop, personnel, state and federal labor laws, workshop standards, and the future of the workshop. Appendixes provide job descriptions and specifications, cost determination procedures, break-even point analysis, a list of regional offices, a model constitution, a glossary of terms, and a bibliography of 25 items. (LE)

ABSTRACT 11320

EC 01 1320 ED 024 158
Publ. Date 67 192p.
Baumgartner, Bernice B.; Lynch, Katherine D.
Administering Classes for the Retarded: What Kinds of Supervisors Are Needed?
EDRS not available
The John Day Company, Inc., 62 West 45th Street, New York, New York 10036 ($3.95).

Descriptors: exceptional child education; mentally handicapped; administration; teacher selection; special classes; administrative personnel; supervisors; principals; special programs; teachers; curriculum development; physical facilities; inservice teacher education; vocational counseling; community programs; identification; community planning; instructional materials; parent education

Written chiefly for a wide variety of specialists who have responsibility for special educational provisions for mentally retarded pupils, the book also is intended for general school and special education administration courses. Each chapter starts with a set of guiding principles, followed by expanded examples, and concludes with a summary which highlights the substance of the chapter. The topics which are explored include a program design for continuity; identification and characteristics of the mentally retarded; the teacher as basis for an effective curriculum; the role of the principal and of the special education supervisor; the school environment, including the physical plant, supplies, and equipment; inservice education for teachers; parent education; vocational counseling; and community planning, programs, and projects. Listings are provided of 120 references, 19 films (with annotations), and 12 publishers' books for elementary and secondary classes. Appendixes present cumulative records, special forms for administrators' use, and special teacher prepared materials. (DF)

ABSTRACT 11509

EC 01 1509 ED 029 407
Publ. Date 68 185p.
Special Study Institute for Administrators of Special Education (Sacramento, October 30-November 3, 1967).
University Of Southern California, Los Angeles, Instructional Materials Center For Special Education
California State Department Of Special Education, Los Angeles, Division Of Special Schools And Services
EDRS mf,hc

Descriptors: exceptional child education; administration; curriculum; state programs; personnel; program planning; administrator role; behavior change; teacher certification; curriculum development; educational finance; state aid; federal aid; mentally handicapped; preschool programs; teacher recruitment; community resources; state legislation; California

The proceedings include the following: three papers on state finance; six on state legislation; 10 on state, county, and community resources; two on special education administration; seven on recruitment problems and training of personnel; and 11 on curriculum and program planning. Keynote and banquet addresses treat administrative problems and new developments and trends. (LE)

ABSTRACT 11530

EC 01 1530 ED 029 432
Publ. Date 68 74p.
Thomas, Janet K.
How to Teach and Administer Classes for Mentally Retarded Children.
EDRS not available

T. S. Denison & Company, Inc., 5100 West 82nd Street, Minneapolis, Minnesota 55431 ($4.98).

Descriptors: exceptional child education; mentally handicapped; administrator responsibility; teacher role; parent participation; learning characteristics; staff role; facility requirements; special classes; identification; class size; admission (school); parent education; school schedules; curriculum planning; student evaluation; parent teacher conferences; instructional materials; student records; teaching methods

Elements involved in the teaching and administering of classes for the mentally retarded are discussed, and the school program is described. The administrator's role and areas of concern are detailed; and parent teacher conferences are considered, with six guide sheets and an outline provided. The following are treated: teacher qualifications, education, and duties; instructional classroom materials; primary and intermediate special classes; and classroom research. A section concerning cooperation in the learning process and intended for reproduction for parent education distribution is included. (JD)

ABSTRACT 11690

EC 01 1690 ED 030 245
Publ. Date 67 217p.
Gearheart, B. R.
Administration of Special Education; A Guide for General Administrators and Special Educators.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($3.50).

Descriptors: exceptional child education; administration; administrator responsibility; program development; mentally handicapped; professional personnel; financial support; school districts; cooperative programs; state supervisors; physicians; vocational counseling; program evaluation; legislation; teacher education; handicapped children; organizations (groups); public relations; administrative problems; Los Angeles Study

A guide for general and special education administrators presents an overview of special education programs. Worldwide development of special school programs and the present scope of special education are considered. Also considered are the following: finances; cooperative special education districts; problem areas in administration; growing interest in administration; duties of local administrators; special education leadership at the local level; the role of physicians and vocational rehabilitation counselors; and five suggestions for educators. Edward Meyen discusses program development for the mentally retarded. Appendixes include the summary, conclusions, and recommendations of a study in Los Angeles and a program for the preparation of professional personnel in the education of handicapped children. Twenty-nine general and 27 curriculum references are cited. (JK)

ABSTRACT 11898

EC 01 1898 ED 028 582
Publ. Date 68 131p.
Blessing, Kenneth R., Ed.
The Role of Resource Consultant in Special Education.
Council For Exceptional Children, Washington, D. C.
EDRS mf
The Council For Exceptional Children, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (HC $3.50 Paper; $4.95 Cloth).

Descriptors: exceptional child education; resource teachers; administration; supervisory activities; handicapped children; visually handicapped; aurally handicapped; emotionally disturbed; mentally handicapped; speech therapy; gifted; physically handicapped; learning disabilities; administrator responsibility

After an overview by Kenneth R. Blessing, eight positional papers consider the role of the resource consultant in various areas of special education and discuss the current and envision the future consultant role. Lou Alonso and Charles E. Henley treat the area of the visually impaired; Hazel Bothwell, the hearing impaired; Peter Knoblock, the emotionally disturbed; Grace J. Warfield, the mentally handicapped; June Bigge, the physically handicapped; and Ruth A. Martinson, the gifted. Also discussed are the state consultant in speech correction and the consultant for children with learning disabilities. Profiles of the contributors are provided. (JD)

ABSTRACT 11974

EC 01 1974 ED 031 006
Publ. Date May 68 126p.
Birch, Jack W., Ed.
Designs for Organizing and Administering Special Education; Proceedings of a Cooperative Work-Conference (Atwood Lodge, Dellroy, Ohio, May 9-10, 1968).
Ohio State Department Of Education, Columbus, Division Of Special Education
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; administration; program planning; handicapped children; classification; grouping (instructional purposes); professional personnel; educational facilities; program evaluation; legislation; technology; regional programs; instructional materials centers; identification; vocational education; learning disabilities; demography; administrator responsibility; state programs

Papers included are the following: design for organizing and administering special education by Paul R. Ackerman and William C. Geer; indications of patterns and trends in special education, by Marvin e. Beekman; the organization of special education services, by John W. Kidd; and organization and administration of special education, by Harrie M. Selznick. Other topics discussed are the national legislative and administrative scene, the problem of built-in attitudes of educators, directions for change, mobilization of multi-disciplinary resources and their utilization for fulfillment of the special needs of the exceptional child, reactions to the papers and presentations, and a discussion session among conference participants and consultants. (LE)

ABSTRACT 11986

EC 01 1986 ED 031 018
Publ. Date Nov 68 87p.
Training Institute in Administration of Special Education Classes (Hilton Hawaiian Village, Honolulu, Hawaii, November 6, 7, 8, 1968).
Hawaii State Department Of Education, Honolulu
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; educational programs; educational needs; administration; identification; teacher education; self concept; vocational adjustment; learning disabilities; trainable mentally handicapped; physilly handicapped; learning characteristics; mentally handicapped; educable mentally handicapped; incidence; state programs; diagnostic teaching; instructional materials; agency role; Council for Exceptional Children

Included in the proceedings are papers by Hans Mayr on the nature of special education, by Marvin Beekman on realistic goals for the handicapped, by Ernest Willenberg on trends in identification of handicapped students, by Wayne Lance on instructional materials for special education, and by John Kidd on the leadership role of the Council for Exceptional Children. Panel discussions consider the learning process and educational planning and trends and issues in administration and supervision. Group discussions and evaluations are outlined, as is a report of 75 individual evaluations of the training institute. (JD)

ABSTRACT 20165

EC 02 0165 ED 031 834
Publ. Date 69 244p.
Valett, Robert E.
Programming Learning Disabilities.
EDRS not available
Fearon Publishers, 2165 Park Boulevard, Palo Alto, California 94306.

Descriptors: exceptional child education; learning disabilities; program planning; psychoeducational processes; evaluation methods; psychological evaluation; diagnostic teaching; reinforcement; sensory integration; perceptual motor coordination; administrative policy; identification; records (forms); teaching methods; instructional materials; class organization; classroom design; ancillary services; clinical diagnosis

Written primarily for use by persons concerned with the establishment and operation of learning disability programs, the text presents a rationale for programing, definitions, examples, and

educational rationales for basic learning abilities, and a model school district policy statement. Preliminary screening, psychological evaluation, a developmental task approach to education, the diagnostic-prescriptive teacher, and the development of sensory-motor and perceptual skills are discussed. Suggestions are made for prescriptive programing and program organization; the rationale and methods for behavior modification and supporting programs and services are considered. Sample letters, forms, and records, behavior rating scales, evaluation sheets, schedules, lists of equipment and supplies, and lesson plans are provided. (RJ)

ABSTRACT 20823

EC 02 0823 ED 032 689
Publ. Date 69 256p.
Doyle, F. W.
Laws and Regulations Relating to Education and Health Services for Exceptional Children in California.
California State Department Of Education, Sacramento
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; health services; state programs; educational legislation; legislation; legal responsibility; state departments of education; educational finance; student transportation; administrative organization; educational programs; adult education; superintendent role; state legislation; federal legislation; handicapped children; special schools; teacher certification; California

A compilation of laws and regulations pertaining to the provisions of education for exceptional children includes measures passed in the following areas: general provisions and organizational structure of the public school system; the educational program and personnel; property, transportation, and finance; and educational institutions, libraries, and miscellaneous provisions. Contents also include the provisions of government code regulations, health and safety codes, and the welfare and institutions code; the California Administrative Code, Title 5, Education, and the California Administrative Code, Title 17, Public Health are also given. (WW)

ABSTRACT 20950

EC 02 0950 ED 033 490
Publ. Date Aug 68 77p.
Means, Howard; Hammett, Ron
Rehabilitation Programs in the Public Schools; a Handbook for Counselors and Supervisors.
Rehabilitation Services Administration (DHEW), Washington, D. C.;
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; vocational education; mentally handicapped; work study programs; vocational rehabilitation; educable mentally handicapped; administration; administrative personnel; junior high school students; physically handicapped; cooperative programs; job placement; program budgeting; expenditures; staff role; student evaluation; work experience programs; agency role

The work experience program of the Department of Vocational Rehabilitation, which provides vocational, educational, and social experiences for mentally handicapped adolescents while they are still in the school setting, is described. Information is given on the Department's responsibilities, on methods used to bridge the gap between the student's school experiences and gainful work experiences, and on ways to assist in the evaluation of the student's potential and to bring ancillary services to the student which schools cannot provide. Program funding, administrative structure, guidelines for implementing the program, and descriptions of the in-school work experience program, the physically disabled program, and the junior high program are outlined. An appendix provides samples of a proposed budget, office supply list, group counseling topics, and other information on program provisions. (WW)

ABSTRACT 21077

EC 02 1077 ED N.A.
Publ. Date Jan 64 101p.
Standards for State Residential Institutions for The Mentally Retarded. Monograph Supplement.
AAMD Project On Technical Planning In Mental Retardation, Columbus, Ohio
National Institute Of Mental Health (DHEW), Washington, D. C.
EDRS not available
American Association On Mental Deficiency, P. O. Box 96, Willimantic, Connecticut 06226 ($3.00).
American Journal Of Mental Deficiency; V68 N4 Jan 1964

Descriptors: exceptional child services; mentally handicapped; standards; institutions; residential schools; public facilities; administrator guides; institutional facilities; case records; institutional personnel; evaluation criteria; special services; physical facilities; educational programs; employment qualifications; admission criteria; administrative policy

A manual of standards, offering reasonable levels of operation, is presented and is considered attainable in state institutions by 1974 without disruption to the economy of any state. The minimal standards involving the philosophy, practices, and goals of institutions are as specific as possible. Included are standards on management services, admission and release, institutional programing, personnel, training and staff development, physical plant, records, reporting, and research. (LE)

ABSTRACT 21476

EC 02 1476 ED 034 354
Publ. Date 69 62p.
Guidebook for Classes in Special Education.
Arkansas State Department Of Education, Little Rock, Division Of Instructional Services
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; administration; program planning; educable mentally handicapped; trainable mentally handicapped; visually handicapped; learning disabilities; aurally handicapped; orthopedically handicapped; speech therapy; home instruction; home economics; vocational education; teacher certification; administrator responsibility; teacher responsibility; classroom design; Arkansas

Statements are made concerning the philosophy of special education classes, the role of the State Department of Education in them (including background and financial assistance available), and the steps in setting up a special education program (administrative responsibilities, selection and placement, and parent consultation). Programs are discussed in terms of eligibility, class size and age range, physical plant, educational program, and teacher requirements. Program standards included are those for educable retarded, trainable retarded, children with learning disabilities, visually handicapped, hard of hearing, orthopedically handicapped, children with special health problems, speech therapy, homebound instruction, and educational examiners. Standards for scheduling, reporting, and dismissal, vocational training in home economics, and cooperative programs are also presented. (JM)

ABSTRACT 21478

EC 02 1478 ED 034 356
Publ. Date Jun 69 43p.
Regulations and Procedures; Program for Exceptional Children.
Georgia State Department Of Education, Atlanta, Division Of Special Education And Pupil Personnel Services
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; state programs; educational programs; emotionally disturbed; aurally handicapped; educable mentally handicapped; trainable mentally handicapped; multiply handicapped; speech handicapped; visually handicapped; learning disabilities; psychological services; administrative policy; Georgia

Discussed are the support of the State Department of Education, the responsibilities of a program for exceptional children, responsibilities of the local school system, and teacher approval and certification. A definition, types of programs, enrollment and placement, equipment and facilities, and goals are presented for each of the following exceptionalities: emotionally disturbed, hearing impaired, the hospital or home bound, educable mentally retarded, trainable mentally retarded, multiply handicapped, speech impaired, and visually impaired. Information is also presented on psychological services and special learning disabilities. (JM)

ABSTRACT 21987

EC 02 1987 ED 036 000
Publ. Date 69 107p.
Freeland, Kenneth H.
High School Work Study Program for the Retarded; Practical Information for Teacher Preparation and Program Organization and Operation.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703.

Descriptors: exceptional child education; mentally handicapped; work study programs; program planning; administrator guides; program administration; classroom arrangement; recordkeeping; records (forms); teacher qualifications; school community relationship; information dissemination; instructor coordinators; interviews; employers; educable mentally handicapped; vocational education; labor laws; public relations

Intended for both school and nonschool personnel, the text treats work study programing for educable mentally handicapped students at the secondary level. Information is provided concerning the structure and objectives of work study programs as well as the required competencies and responsibilities of the teacher-coordinator. Guidelines are included for setting up a new program, for organizing the classroom for program instruction, and for developing a record system, a school-public information plan, and a system to interview prospective employers. Program operation is defined in terms of legal requirements, employment limitations, and time allocation for the teacher-coordinator's duties. Further guidelines for conducting the program specify means of maintaining effective relations and suggestions for the substitute teacher. Reports and forms are listed and samples of them are appended. (JD)

ABSTRACT 22004

EC 02 2004 ED 036 017
Publ. Date May 69 88p.
Goodman, Elizabeth M.
Directory of Programs for the Education of Handicapped Children in the U.S. Office of Education.
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; program descriptions; directories; federal aid; special services; agency role; program development; grants; program administration; federal legislation; professional education; teacher education; research projects; educational programs; construction programs; U.S. Office of Education

The directory identifies the responsibilities and programs for the education of handicapped children by the U.S. Office of Education and describes the purpose, size, and scope of effort of these programs. The major section of the document covers divisions within the Bureau of Education for the Handicapped, the Bureau of Elementary and Secondary Education, and the Bureau of Higher Education. Other bureaus covered are Adult, Vocational, and Library Programs, Educational Personnel Development, Research, and the Office of Construction Service. The role of each bureau or division is discussed. Types of benefits and responsibilities are tabulated for each program and the piece of legislation which goes with it. An alphabetical index to programs and a categorical index are also included. (RJ)

ABSTRACT 22196

EC 02 2196 ED 037 848
Publ. Date 69 32p.
Report of Institute on the Administration of Special Education.
Mississippi State Department Of Education, Jackson, Division Of Instruction
EDRS mf,hc

Descriptors: exceptional child education; administration; educational legislation; handicapped children; program administration; cooperative programs; educational trends; administrator responsibility; educational finance; vocational education; educational programs; public relations; instructional materials centers; student placement; teacher education; interagency cooperation; federal aid; Elementary and Secondary Education Act; Mississippi

W. Owens Corder discusses the role of the special education supervisor in promoting his program and describes trends in special education. Questions raised by the institute participants and involving various aspects of administration are listed; presentations by members of the state department of education are summarized concerning provisions of the Elementary and Secondary Education Act and the cooperative agreement between the state vocational education division and the special education office. An institute critique is included. (JD)

ABSTRACT 22261

EC 02 2261 ED N.A.
Publ. Date 69 48p.
Smith, Carl B. And Others
Reading Problems and the Environment: The Principal's Role. Target Series Book One—The Principal.
Indiana University, Bloomington
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS not available
International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711.

Descriptors: exceptional child education; reading; reading difficulty; reading programs; reading research; principals; environmental influences; program planning; community involvement; measurement techniques; case studies (education); administrator guides; remedial reading; remedial reading programs; educational diagnosis; Detroit (Michigan); Portsmouth (Virginia); Indianapolis (Indiana)

Designed to give school principals ideas about environmental causes of reading problems and to suggest adjustments by schools, the monograph summarizes research, describes new and successful programs, and makes recommendations for setting up programs. Relationship of home environment to reading is discussed. Examples of programs designed to overcome environmental deficiencies are described. Information is provided on problems and techniques involved in measuring and evaluating reading performance. Steps in establishing reading programs are listed. The appendix presents a summary of research on administrative arrangements for overcoming reading problems. Other monographs in this series on reading disabilities are directed toward the teacher, the reading specialist, and the administrator. (MS)

ABSTRACT 22262

EC 02 2262 ED N.A.
Publ. Date 69 55p.
Smith, Carl B. And Others
Establishing Central Reading Clinics: The Administrator's Role. Target Series Book Two—The Administrator.
Indiana University, Bloomington
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS not available
International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711.

Descriptors: exceptional child education; educational diagnosis; learning disabilities; reading; reading difficulty; reading programs; reading research; program planning; case studies (education); administrator guides; administrator role; remedial reading; reading clinics

Designed for superintendents and other top-level administrators, the monograph identifies severe reading disabilities, describes types of clinics or diagnostic centers, and provides helpful data concerning establishment of reading clinics. Characteristics of severely disabled readers are described. The work of both university clinics and public school clinics is discussed and sketches of some school clinics are provided. Considerations in setting up a clinic program are discussed including selection of children, testing, staffing and training, services, cost, facilities, and coordination. Steps for setting up a clinic are listed. Appendixes include a sample book list for a reading clinic, a listing of university reading clinics that treat severe reading disabilities, and a summary of research on overcoming reading problems. Other monographs in this series on reading disabilities are directed toward the teacher, the reading specialist, and the principal. (MS)

ABSTRACT 22548

EC 02 2548 ED 038 819
Publ. Date (69) 20p.
Russell, Robert W.
Administrative Design and Organizational Procedures for Working with Educationally Handicapped Children.
EDRS mf,hc
An Address Presented To The American Association Of School Administrators

(Atlantic City, New Jersey, February 16, 1970).

Descriptors: exceptional child education; learning disabilities; educational needs; intervention; learning characteristics; identification; educational programs; resource teachers; professional personnel

Children with learning disabilities are considered with reference to educational needs, professional knowledge, characteristics, definition, and incidence. Administrative solutions are then delineated, including early identification, special classes, resource rooms, supportive and consulting personnel, inservice education for regular class teachers, and longitudinal programing ranging from preschool through high school. (JD)

ABSTRACT 22580

EC 02 2580 ED 038 823
Publ. Date 70 45p.
Mooney, Thomas J.
Special Education: Developing a Comprehensive Program. Croft Leadership Action Folio Number 24.
EDRS not available
Croft Educational Services, Inc., 100 Garfield Avenue, New London, Connecticut 06320.

Descriptors: exceptional child education; administration; program planning; administrator guides; handicapped children; supervisors; department directors (schools); school superintendents; educational programs; program development

Three-part guidelines detail the development of a comprehensive special education program. The first part, dealing with planning and other administrative tasks, is addressed to the superintendent; the second, outlining the actual mechanics of establishing a program, is for the special education director; and the third, covering day to day operation of the program, is for the classroom supervisor. Each part includes six or seven exhibits. (JD)

ABSTRACT 22587

EC 02 2587 ED N.A.
Publ. Date 70 48p.
Guidelines for the Collection, Maintenance, and Dissemination of Pupil Records.
EDRS not available
Russell Sage Foundation, 230 Park Avenue, New York, New York 10017.
Report Of A Conference On The Ethical And Legal Aspects Of School Record Keeping (Sterling Forest, New York, May 25-28, 1969).

Descriptors: recordkeeping; data collection; confidential records; student records; reports; administrator guides; classification; case records; records (forms)

Resulting from a conference on ethical and legal aspects of school record keeping, the report presents a set of guidelines for formulating school policies about pupil records. Specific topics treated are collection of data, classification and maintenance of data, administration of security, and dissemination of information regarding pupils. Included is information to aid in the interpretation and implementation of the guidelines. Hypothetical cases are provided. Sample forms are included. (MS)

ABSTRACT 22880

EC 02 2880 ED 040 532
Publ. Date 70 58p.
Handbook for Administrators: A Guide for Programs for the Mentally Retarded.
Tennessee State Department Of Education, Nashville
EDRS mf,hc

Descriptors: exceptional child education; state programs; mentally handicapped; administrator guides; program administration; educable mentally handicapped; trainable mentally handicapped; educational programs; program evaluation; Tennessee

Guidelines are provided for the development and operation of Tennessee programs for the mentally handicapped. Information on the two separate educable and trainable programs covers goals, administration, and instructional program. Guidelines for evaluation are also presented; a list of services is appended. (JD)

ABSTRACT 22903

EC 02 2903 ED 040 555
Publ. Date 69 52p.
Meierhenry, Wesley C.
Planning for the Evaluation of Special Educational Programs: A Resource Guide.
Nebraska University, Lincoln
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
OEG-0-9-372160-3553(032)

Descriptors: exceptional child research; administration; program evaluation; evaluation techniques; educational programs; educational objectives; program planning; educational finance; consultants; resource centers; information dissemination

Developed along with a tape-slide package, the guide covers evaluation of special educational programs. Robert McIntyre discusses evaluation for decision making; Victor Baldwin considers sources of help and how to use them; and Helmut Hofmann treats objectives as guidelines for action, data collection, and budget planning and evaluation. Wesley Meierhenry describes what and when to evaluate as well as reporting and dissemination; he also lists references on evaluation. (JD)

ABSTRACT 22999

EC 02 2999 ED N.A.
Publ. Date 70 383p.
Goos, Dorothy; Al-Saadi, Luetta
Help Me. A Way to Guide Troubled Youth.
EDRS not available
Thomas Publications Ltd., Box 208, Kaukauna, Wisconsin 54130 ($12.50).

Descriptors: exceptional child services; emotionally disturbed; residential programs; psychotherapy; adolescents; group living; program descriptions; institutional facilities; institutional administration

Residential treatment in a specialized open group setting for emotionally disturbed adolescents is the topic of a book on group living therapy. The planning of a therapeutic milieu, both the concepts and the mechanics of operation, focuses on an institution where emotionally disturbed adolescents live normal lives in a homelike setting with multidisciplinary professional supervision, but the principles of operation are applicable to other child care institutions also. Attention is given to physical requirements in the milieu (physical plant, food, clothing, medical program) and programing. The programing discussion considers at length the organization of staffing, placement, therapy, education, employment, leisure, transportation, and discharge planning. Finally, a portion of the book is designed as a manual to be used in establishing a group living therapy situation. The manual contains practical, mechanical details of operation, policies, and summaries of philosophy in each of the areas previously developed in the presentation of programing. (KW)

ABSTRACT 23292

EC 02 3292 ED 034 904
Publ. Date Jan 70 62p.
State Legislation for Children with Learning Disabilities. CEC State-Federal Information Clearinghouse for Exceptional Children Series on Government and the Exceptional Child, Volume I.
Council For Exceptional Children, Arlington, Virginia
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; state legislation; learning disabilities; educational programs; state laws; special classes; admission criteria; administrator responsiblity; school districts; school district spending; administrative policy; school attendance laws; financial support; definitions; special services

The first in a series of reports on the exceptional child and government, the publication is compiled from the laws of the 50 states and is specifically directed to the child with learning disabilities. Not included are the laws of states in which the learning disabled receive services when no specific legal provisions are made (an umbrella law covers all exceptional children) or when services have been extended by broadening legal labels such as crippled, maladjusted, or health impaired. The document is updated through 1969; more current information will become available from the State-Federal Information Clearinghouse. Laws are cited from the following

states: California, Colorado, Connecticut, Delaware, Florida, Hawaii, Idaho, Massachusetts, Nevada, New Jersey, New Mexico, Oklahoma, Oregon, Pennsylvania, South Dakota, Texas, Washington, and West Virginia. (RJ)

ABSTRACT 23433

EC 02 3433 ED 041 404
Publ. Date Jun 68 235p.
Gibbons, Patrick
Administrator's Handbook for Special Education in Ohio's Schools.
Ohio State Department Of Education, Columbus, Division Of Special Education
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; state programs; administration; standards; legislation; administrator guides; professional personnel; therapy; instructional materials; special services; residential schools; aurally handicapped; physically handicapped; neurologically handicapped; educable mentally handicapped; visually handicapped; emotionally disturbed; Ohio

Designed as a reference to help school aeministrators provide programs and services for exceptional children in Ohio, the handbook contains general information on the following: state laws for special education, role and function of the professional staff, registration of educational materials for the visually handicapped, the federal program for purchase of textbooks and materials foi the visually handicapped, policies and reporting procedures on research and demonstration projects, admission procedures for the Ohio Schools for the Blind and for the Deaf, procedures for pre-approval of units, the Special Education Instructional Materials Center, preparation of professional personnel in the education of handicapped children (Public Law 85-926, as amended), and federal assistance for the education of handicapped children under Title VI-A, Elementary and Secondary Education Act, Public Law 89-10, as amended. Program standards and procedures are specified for individual instructional services, transportation of handicapped children, boarding homes for physically handicapped children, legal dismissal from school, and for units for the following exceptional children and services: deaf, hard of hearing, crippled, visually handicapped, neurologically handicapped, emotionally handicapped, educable mentally handicapped, speech and hearing therapy, child-study services. (JD)

ABSTRACT 23536

EC 02 3536 ED 042 271
Publ. Date 68 116p.
Rafferty, Max
Special Class Programs for Intellectually Gifted Pupils.
California State Department Of Education, Sacramento, Project Talent
Office Of Education (DHEW), Washington, D. C., Cooperative Research Program
EDRS mf,hc

Descriptors: exceptional child education; gifted; program evaluation; grouping (instructional purposes); administration; ability grouping; program administration; screening tests; evaluation methods; program guides; inservice teacher education; admission criteria; special classes; curriculum development; student attitudes; student evaluation

A project to develop instructional and evaluative procedures for special classes of intellectually gifted students in grades four, five, and six was developed as part of California Project Talent. Two demonstration programs were observed over a 3-year period; the two classes were all-day, full-week programs for children with an IQ of 130 or over. The following aspects of the classes are described: administrative procedures and organization, selection of students, curriculum development oriented to the learners, provisions for professional education of teaching personnel, and evaluation by informal and formal measures. Recommendations are made for each of the areas discussed. A reference list cites 126 items. (SP)

ABSTRACT 23543

EC 02 3543 ED 042 276
Publ. Date Feb 70 87p.
Training Institute in Administration of Special Education Classes (Honolulu, Hawaii, November 6-8, 1968).
Hawaii State Department Of Education, Honolulu, Office Of Instructional Services
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; gifted; educational administration; institutes (training programs); professional training; educational planning; conference reports; identification; instructional materials

The proceedings of the training institute include papers by Hans Myer on the nature of special education, goals for the handicapped by Marvin Beekman, identification of handicapped students by Ernest Willenberg, instructional materials by Wayne Lance, and the role of the Council for Exceptional Children by John Kidd. Transcriptions are provided of panel discussions on the learning process and educational planning and on trends and issues in administration and supervision. Also presented are the evaluation of the Institute and group discussions. (JD)

ABSTRACT 23557

EC 02 3557 ED 042 290
Publ. Date Nov 69 37p.
The Role of the Public School Administrator Related to Special Education Programs. Proceedings of the Special Study Institute (Westchester County, New York, November 13-15, 1969).
State University Of New York, Albany, State Education Department
EDRS mf,hc

Descriptors: exceptional child research; educational administration; administrative personnel; administrator attitudes; institutes (training programs); special classes; regular class placement; inservice education; Special Education Administration Task Simulation Game

Nineteen general education administrators with no special education training or experience, the majority of them building principals, attended a special study institute. There they participated in the SEATS (Special Education Administration Task Simulation) Game, developed by Daniel Sage for use in training special education administrators. A semantic differential test of 10 concepts depicting issues in special education (integration and coordination) was administered at the beginning and end of the institute: change in the desired direction resulted for nine of the concepts and statistically significant change for three of them. On an interview schedule given at the institute's close, a number of participants made verbal commitments to actual behavioral changes. (JD)

ABSTRACT 23569

EC 02 3569 ED 042 302
Publ. Date Jan 70 58p.
Guidelines for Programs for Exceptional Children and Youth in Kentucky Public Schools.
Kentucky State Department Of Education, Frankfort, Division Of Special Education
EDRS mf,hc

Descriptors: exceptional child education; state programs; program administration; program guides; administrator guides; educational programs; special classes; vocational education; special programs; professional personnel; instructional materials; handicapped children; Kentucky

Information in the guidelines for Kentucky programs for exceptional children includes administration of classroom units and criteria for special classes and programs in the areas of crippled and special health problems, home and hospitalized instruction, trainable and educable mentally handicapped, deaf, hard of hearing, neurologically impaired, emotionally disturbed, speech handicapped, and visually handicapped. Also considered are the work study program coordinator, the textbook program for the visually impaired, summer enrichment programs, and federal scholarships for preparation of professional personnel. (JD)

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